



# Model Curriculum

**QP Name: Emergency Care Assistant**

**QP Code: HSS/Q2307**

**QP Version: 1.0**

**NSQF Level: 3.5**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Healthcare
<b>Sub-Sector</b>	Allied Health & Paramedics
<b>Occupation</b>	Emergency Care Services
<b>Country</b>	India
<b>NSQF Level</b>	3.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2240.0501
<b>Minimum Educational Qualification and Experience</b>	10th Grade Pass or equivalent or 8 <sup>th</sup> Grade pass with 3 years of experience in the healthcare sector or NSQF level 3 relevant qualification with 1.5 year of experience in healthcare sector
<b>Pre-Requisite License or Training</b>	Not Applicable
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	18-02-2025
<b>Next Review Date</b>	18-02-2028
<b>NSQC Approval Date</b>	18-02-2025
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	18-02-2025
<b>Model Curriculum Valid Up to Date</b>	18-02-2028
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	1200 Hrs.
<b>Maximum Duration of the Course</b>	1200 Hrs.

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Orient about the healthcare sector and emergency medical care services.
- Perform skills essential in providing basic emergency medical care services such as urgent need to respond the emergency calls, assurance of scene safety, precision to call other emergency people, providing support in handling different emergency scenarios from clinical emergency to trauma emergency to mass casualty to disaster management, etc.
- Recognize the signs and symptoms of common medical emergencies, such as cardiac arrest, respiratory distress, trauma, stroke, fracture, sprain.
- Perform basic cardiopulmonary life support (BCPLS) and first aid procedures effectively.
- Demonstrate to safely assist in moving and handling patients, including spinal injury precautions.
- Demonstrate setting up an ambulance for dealing with emergency situations.
- Demonstrate safe and efficient transferring and ambulation techniques.
- Demonstrate the safe and manageable dealing for occupational hazards.
- Demonstrate professional behavior, communication skills, personal attributes and characteristics of an Emergency Care Assistant.
- Follow infection control, sanitization, disinfection and bio medical waste protocols.

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>HSS/N2332: Respond to emergency calls &amp; size up the scene at the site</b>	<b>35:00</b>	<b>40:00</b>	<b>60:00</b>	<b>00:00</b>	<b>135:00</b>
<a href="#">Module 1: Introduction to Emergency Medical Care</a>	05:00	05:00	15:00	00:00	25:00
<a href="#">Module 2: Basic Structure and Function of Human Body</a>	10:00	15:00	15:00	00:00	25:00
<a href="#">Module 3: Dealing with Emergency Calls</a>	10:00	10:00	15:00	00:00	35:00
<a href="#">Module 4: Scene Size up</a>	10:00	10:00	15:00	00:00	35:00
<b>HSS/N2333: Provide support during medical emergencies</b>	<b>100</b>	<b>110:00</b>	<b>60:00</b>	<b>00:00</b>	<b>270:00</b>

<a href="#">Module 5: Basic Cardio-pulmonary Life Support</a>	07:50	07:00	00:00	00:00	14:50
<a href="#">Module 6: Pre-Hospital Assessment of Patients with Medical Emergencies</a>	32:50	30:00	00:00	00:00	62:50
<a href="#">Module 7: Emergency Medical Care to Patients with Medical Emergencies</a>	60:00	73:00	00:00	00:00	133:00
<b>HSS/N2334: Provide support during trauma emergencies</b>	<b>60:00</b>	<b>90:00</b>	<b>120:00</b>	<b>00:00</b>	<b>315:00</b>
<a href="#">Module 8: Pre-Hospital Assessment of Trauma patients</a>	15:00	15:00	60:00	00:00	150:00
<a href="#">Module 9: Emergency Medical Care to Trauma patients</a>	45:00	75:00	60:00	00:00	165:00
<b>HSS/N2335: Provide support during environmental and poisoning emergencies</b>	<b>60:00</b>	<b>60:00</b>	<b>30:00</b>	<b>00:00</b>	<b>120:00</b>
<a href="#">Module 10: Environmental emergencies</a>	30:00	30:00	15:00	00:00	60:00
<a href="#">Module 11: Poisoning or Overdose</a>	30:00	30:00	15:00	00:00	60:00
<b>HSS/N2336: Carry out activities related to patient triage, disaster management and emergency response to occupational hazards</b>	<b>60:00</b>	<b>30:00</b>	<b>30:00</b>	<b>00:00</b>	<b>120:00</b>
<a href="#">Module 12: Mass casualty incident and Disaster management</a>	30:00	12:50	15:00	00:00	82:50

<a href="#">Module 13: Emergency response to Occupational Hazards</a>	30:00	10:00	15:00	00:00	40:00
<b>HSS/N2337: Manage ambulance operations, patient transport &amp; handover to the identified provider institute</b>	<b>45:00</b>	<b>30:00</b>	<b>30:00</b>	<b>00:00</b>	<b>105:00</b>
<a href="#">Module 13: Ambulance Operations and maintenance</a>	30:00	15:00	15:00	00:00	47:00
<a href="#">Module 14: Patient Transport and Handover to Provider Institute</a>	15:00	15:00	15:00	00:00	45:00
<b>HSS/N9620: Comply with infection control and biomedical waste disposal policies</b>	<b>30:00</b>	<b>30:00</b>	<b>30:00</b>	<b>00:00</b>	<b>90:00</b>
<a href="#">Module 15: Infection control policies and procedures</a>	15:00	15:00	15:00	00:00	45:00
<a href="#">Module 16: Bio-medical waste management</a>	15:00	15:00	15:00	00:00	45:00
<b>Total</b>	<b>390:00</b>	<b>390:00</b>	<b>360:00</b>	<b>00:00</b>	<b>1140:00</b>
<a href="#">Module 17: Employability Skills DGT/VSQ/N010 2 (60 hours)</a>	60:00	00:00	00:00	00:00	
<b>Total</b>	<b>450:00</b>	<b>390:00</b>	<b>360:00</b>	<b>00:00</b>	<b>1200:0</b>

# Module Details

## Module 1: Introduction to Emergency Medical Care Services

*Mapped to: HSS/N2332*

### Terminal Outcomes:

- Orient about the basic structure and function of Emergency Medical Services (EMS) systems.
- Identify the roles and responsibilities of EMS-Professional in Emergency Medical Services (EMS) systems.
- Scope and limitations of Emergency Care Assistant.
- Scope and limitations of DNR orders
- List key medical and ethical issues related to Emergency Medical Services (EMS) systems.

Duration: 05:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Introduction on Emergency Medical Services</b> <ul style="list-style-type: none"> <li>• Define Emergency Medical Services (EMS) systems.</li> <li>• Define the Emergency Care Assistant (ECA)'s scope of work and limitations.</li> </ul> <b>Roles and responsibilities of Emergency Care Assistant</b> <ul style="list-style-type: none"> <li>• Differentiate the roles and responsibilities of the Emergency Care Assistant from other EMS-Professionals and pre-hospital care providers.</li> <li>• Describe the roles and responsibilities related to personal safety.</li> <li>• Discuss the roles and responsibilities towards the safety of the crew, the patient, and bystanders.</li> <li>• Discuss the roles and responsibilities in the quality improvement process.</li> </ul> <b>Importance of DNR orders (do-not-resuscitate)</b> <ul style="list-style-type: none"> <li>• Discuss the importance of DNR orders (do-not-resuscitate order) and local and state provisions regarding EMS application.</li> <li>• Define consent and discuss the methods of obtaining consent such as expressed and implied consent.</li> </ul> <b>Process of LAMA (Leave against medical advice)</b> <ul style="list-style-type: none"> <li>• Discuss the issues of abandonment, negligence, patient refusal of transport and their implications for the ECA.</li> </ul> <b>Patient Confidentiality and Privacy</b> <ul style="list-style-type: none"> <li>• Explain the importance, necessity, and legality of patient confidentiality and privacy.</li> <li>• List the Do's and Don'ts for the preservation of a crime scene.</li> </ul>	<ul style="list-style-type: none"> <li>• Research the various methods used to access the EMS system in your community using internet and local survey.</li> <li>• Prepare the chart on specific statutes and regulations in your state regarding the EMS system.</li> <li>• Prepare chart on roles and responsibilities for Emergency Care Assistant and EMS system hierarchy.</li> </ul>
<b>Classroom Aids:</b>	
Computer with internet, Video presentation	
<b>Tools, Equipment and Other Requirements</b>	
Charts, AV aides, consent form, Personal Protective equipment (PPE)	

## Module 2: Basic Structure and Function of Human Body

### Mapped to: HSS/N2333

#### Terminal Outcomes:

- Describe the basic structure and function of the human body.
- Identify and locate on the body the basic anatomical terms and directional references

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<p><b>Overview of the Human Body</b></p> <ul style="list-style-type: none"> <li>• <b>Body Systems:</b> Understand the major systems of the human body (e.g., respiratory, circulatory, musculoskeletal, nervous, digestive, reproductive, genitourinary and endocrine) and their primary functions.</li> <li>• <b>Anatomical Terms:</b> Learn basic anatomical terms and directional references (e.g., medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary).</li> <li>• <b>Body Planes:</b> Identify and describe body planes (sagittal, coronal, transverse) and their relevance to patient assessment.</li> </ul> <p><b>Circulatory System</b></p> <ul style="list-style-type: none"> <li>• <b>Heart Function:</b> Understand the heart's structure and function, including blood flow through the heart and the role of arteries and veins.</li> <li>• <b>Pulse Points:</b> Identify major pulse points (e.g., radial, carotid) for vital sign assessment.</li> </ul> <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>• <b>Airway Anatomy:</b> Learn about the upper and lower airway structures (e.g., trachea, bronchi, lungs) and their roles in respiration.</li> <li>• <b>Breathing Patterns:</b> Identify normal and abnormal breathing patterns and their potential causes.</li> </ul> <p><b>Nervous System</b></p> <ul style="list-style-type: none"> <li>• <b>Brain and Spinal Cord:</b> Understand the central nervous system's basic structure and functions in controlling body responses.</li> </ul> <p><b>Musculoskeletal System</b></p> <ul style="list-style-type: none"> <li>• <b>Bone and Joint Functions:</b> Learn the role of the skeletal system in protection, movement, and structure.</li> </ul> <p><b>Digestive and Genitourinary Systems</b></p> <ul style="list-style-type: none"> <li>• <b>Abdominal Organs:</b> Identify major organs in the abdominal cavity and their functions.</li> </ul> <p><b>Skin and Soft Tissue</b></p> <ul style="list-style-type: none"> <li>• <b>Skin Layers:</b> Learn the structure of skin and its role as the body's first defense against infection.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various body parts/organs using 3D models of human organ system.</li> <li>• Design various working models depicting functioning of each human body system.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>3D models of human body and accessory organs, model human skeletal system, organ specimen.</p>	



## Module 3: Response to Emergency Calls

### Mapped to: HSS/N2332

#### Terminal Outcomes:

- Respond to an emergency call appropriately
- Prepare to move to the emergency site
- Determine the response upon arrival at the emergency site

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<p><b>Introduction of Effective communication in Emergency Medical services (EMS)</b></p> <ul style="list-style-type: none"> <li>• Describe the uses of communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required for EMS (Emergency Medical Services).</li> <li>• List the proper methods of initiating and terminating a radio call.</li> <li>• State the proper sequence for delivery of patient information.</li> <li>• Explain the importance of effective communication of patient information in the verbal report.</li> <li>• Identify the essential components of the verbal report.</li> <li>• Describe the attributes for increasing effectiveness and efficiency of verbal communications.</li> </ul> <p><b>List of equipment, Protocols and Legal considerations</b></p> <ul style="list-style-type: none"> <li>• State legal aspects to consider in verbal communication.</li> <li>• Discuss the communication skills that should be used to interact with the patient, the family, bystanders, individuals from other agencies while providing patient care and the difference between skills used to interact with the patient</li> <li>• List the correct radio procedures in the following phases of a typical call: To &amp; at the scene, To &amp; at the facility, To &amp; at the station.</li> <li>• Explain the rationale for providing efficient and effective radio communications and patient reports.</li> <li>• List possible emotional reactions that the ECA may experience when faced with trauma, illness, death and dying.</li> <li>• Discuss the possible reactions that a family member may exhibit when confronted with death and dying.</li> <li>• State the steps in the ECA's approach to the family confronted with death and dying.</li> <li>• Recognize the signs and symptoms of critical incident stress.</li> <li>• State possible steps that the ECA may take to help or reduce/alleviate stress.</li> <li>• List the codes used in the various setting like hospital, offices, emergency call centers, etc. for all emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of communication equipment such as mobile phones, radio communication equipment, megaphones and other equipment as required by the (Emergency Medical Services) EMS provider.</li> <li>• Prepare a role play on handling various emergency calls.</li> <li>• Perform a simulated, organized, concise radio transmission.</li> <li>• Prepare an organized, concise patient report that would be given to the staff at a receiving facility.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Mobile phones, radio communication equipment, megaphones</p>	

## Module 4: Scene Size up Mapped to: HSS/N2332

### Terminal Outcomes:

- Evaluate the emergency and ensure the safety of self, patient(s) and others.

Duration: 10:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<p><b>Scene Safety</b></p> <ul style="list-style-type: none"> <li>• Explain the need to determine and evaluate scene safety prior to entering.</li> <li>• Discuss the importance of body substance isolation (BSI), Personal Protective Equipment (PPE), handwashing techniques.</li> </ul> <p><b>Airborne and blood borne pathogens</b></p> <ul style="list-style-type: none"> <li>• Describe the steps to be taken for personal protection from airborne and bloodborne pathogens.</li> <li>• Describe common hazards found at the scene of a trauma and a medical patient.</li> <li>• Discuss the reason for identifying the total number of patients at the scene and the need for additional help or assistance.</li> </ul> <p><b>Good Samaritan Law</b></p> <ul style="list-style-type: none"> <li>• Discuss the good Samaritan Law and its principles.</li> <li>• Discuss immediate safety responses such as switching off the ignition of the motor vehicle in case of a motor vehicle accident, cutting off main electrical switch before approaching a victim of suspected electrocution, etc.</li> <li>• Discuss importance of maintaining contact details of emergency medical agencies which includes bomb disposal squads, fire departments, chemical, biological and nuclear agencies, trained lifeguards or trained swimmers.</li> <li>• Discuss ways of managing an agitated patient or relative.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart of the personal protective equipment necessary for each of the following situations: hazardous materials, rescue operations, violent scenes, crime scenes, exposure to airborne/blood borne pathogens.</li> <li>• Perform handwashing before and after exposure</li> <li>• Demonstrate donning and doffing off on PPE before and after any exposure</li> <li>• Demonstrate covering of cuts and abrasions with waterproof dressing and change as necessary before any exposure.</li> <li>• Observe various kinds of scene size up scenarios and identify potential hazards in each scenario.</li> <li>• Prepare a list of local emergency response agencies such as Emergency Medical Service (EMS) team, ambulance, bomb disposal squads, fire and police departments, etc. along with their contact details.</li> <li>• Perform a role play where patient/relative is doing physical or verbal abuse with ECA and ECA needs to demonstrate skill of managing an agitated patient or relative.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Personal Protective Equipment, Emergency kit, Triage kit, Triage Assignment, Wheel Chair C Strap/stretchers with straps, (Rehano Electric Stair Climber)</p>	

## Module 5: Basic Cardiopulmonary Life Support

### Mapped to: HSS/N2333

#### Terminal Outcomes:

- Perform Cardio-Pulmonary Resuscitation (CPR) as per standard procedure.
- Understand the role of Automated External Defibrillators (AEDs) in cardiac arrest situations.
- Recognize the need to begin further BCPLS interventions (such as CPR) based on the patient's condition.

Duration: 07:50	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Cardiac Arrest Recognition</b> <ul style="list-style-type: none"> <li>• Explain the need for checking carotid pulse and breathing patterns.</li> <li>• Identify signs of cardiac arrest.</li> </ul> <b>High-Quality CPR:</b> <ul style="list-style-type: none"> <li>• Discuss the importance of recovery position.</li> <li>• Explain the importance of providing high quality CPR to save the life of the victim.</li> <li>• Explain the steps of High-Quality CPR/ Chest compression techniques for adults, children, and infants.</li> <li>• Explain the steps of 1 or 2 rescuer adult CPR.</li> <li>• Explain the steps of 1 or 2 rescuer infant CPR.</li> <li>• Explain the importance of providing 30 compressions and 2 breaths in adults.</li> <li>• Explain the importance of providing 15 compressions and 2 breaths in infant.</li> <li>• Explain the importance of minimizing interruptions during compressions.</li> <li>• Explain the importance of proper hand placement and compression depth.</li> </ul> <b>Use of Automated External Defibrillators (AEDs):</b> <ul style="list-style-type: none"> <li>• List the various dos and don'ts to be followed while providing CPR.</li> <li>• Explain the importance of AED</li> <li>• Explain the steps of using AED</li> <li>• List the safety precautions to be taken during use of AED.</li> <li>• Recognize the critical role of early defibrillation in restoring normal heart rhythm.</li> </ul> <b>Team Dynamics and Communication:</b> <ul style="list-style-type: none"> <li>• Explain about the importance of effective communication during resuscitation.</li> <li>• Discuss how teamwork impacts successful resuscitation</li> <li>• Discuss the roles within a resuscitation team.</li> </ul> <b>Special Considerations:</b>	<b>Cardiac Arrest Recognition</b> <ul style="list-style-type: none"> <li>• Demonstrate the correct way of assessing the victim for breathing and circulation.</li> <li>• Demonstrate the method of checking carotid pulse.</li> </ul> <b>High-Quality CPR:</b> <ul style="list-style-type: none"> <li>• Demonstrate the techniques of giving position to victim.</li> <li>• Demonstrates use of a bag-mask device to give ventilation.</li> <li>• Demonstrate the technique of performing mouth-to-mouth or mouth-to-nose breaths in case of no adult mask.</li> <li>• Demonstrates the proper technique of chest compressions.</li> <li>• Demonstrate the technique of 2 rescuer adult BLS.</li> <li>• Demonstrate the technique of 1 rescuer adult BLS.</li> <li>• Demonstrate the techniques of Infant chest compression with 2 thumbs and two figure.</li> <li>• Demonstrate the technique of 1 rescuer infant BLS.</li> <li>• Practice high-quality chest compressions on adult, child, and infant manikins with focus on proper hand placement, compression depth, and minimizing interruptions.</li> </ul> <b>Use of Automated External Defibrillators (AEDs):</b> <ul style="list-style-type: none"> <li>• Demonstrate the technique of Operating the automated external defibrillator (AED).</li> <li>• Practice attaching electrode pads, analyzing rhythms, and delivering shocks.</li> </ul> <b>Special Considerations:</b> <ul style="list-style-type: none"> <li>• Practice using unique situations (e.g., sudden cardiac arrest, drowning, pregnant women, infants).</li> <li>• Practice adaptation of BCLS techniques based on patient characteristics (e.g., drug overdose management and other specific scenarios).</li> </ul> <b>Basic Airway Management</b> <ul style="list-style-type: none"> <li>• Demonstrates correct technique of head-tilt, chin lift maneuver.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss about the BCLS modifications for specific populations (e.g., pregnant women, infants).</li> <li>• Explain how to address unique scenarios (e.g., drowning, drug overdose).</li> <li>• Discuss the importance of using Personal Protective Equipment while handling victims.</li> </ul> <p><b>Integration of Evidence-Based Practices:</b></p> <ul style="list-style-type: none"> <li>• Describe evidence-based guidelines for BCLS interventions.</li> </ul> <p><b>Post-Resuscitation Care:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of Continuum of care after successful resuscitation.</li> <li>• Discuss methods of monitoring, stabilization, and transfer to medical facilities.</li> </ul> <p><b>Basic Airway Management and choking Relief</b></p> <ul style="list-style-type: none"> <li>• Identify the signs of mild airway obstruction.</li> <li>• Identify the signs of severe airway obstruction.</li> <li>• List techniques for clearing airway obstructions (choking)</li> <li>• Explain about importance of abdominal thrusts/ Heimlich Maneuverer correctly.</li> <li>• Explain about the importance and need of chest thrust.</li> <li>• Explain the importance of maintaining a patent airway during resuscitation.</li> <li>• Explain the importance of checking and opening airway by head-tilt chin-lift maneuver and jaw thrust.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the correct technique of jaw thrust to open airway in case of spine or head injury</li> <li>• Demonstrate the correct technique of abdominal thrust in adults.</li> <li>• Demonstrate the correct technique of abdominal thrust in adults.</li> <li>• Demonstrate the technique of blows/chest thrusts to relieve obstruction in infant.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Crash cart trolley, CPR Nursing Manikin with quality feedback device, Yankee Suction, Oxygen Sources – Cylinder/concentrator, AED Trainer, Mannequin, cloth/tissue papers, Ambu Bag with Mask Adult, Torch, Wheelchair, Stretcher, cot, scoop	

## Module 6: Pre-Hospital Assessment of Patients with Medical Emergencies

### Mapped to: HSS/N2333

#### Terminal Outcomes:

- Record vital signs of patients
- Complete general physical assessment of the patient for various types of emergencies
- Obtain the chief complaint of the patient and complete focused SAMPLE history in prescribed format
- Complete focused history in prescribed format in case of medical emergencies.
- Perform the detailed physical examination in case of medical emergencies.

Duration: 32:50	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Vital Signs</b> <ul style="list-style-type: none"> <li>• Understand the vital signs and their types, normal values and required equipment used to assess.</li> <li>• State the importance of accurately reporting and recording the baseline vital signs including patient's position, time, etc.</li> <li>• Describe the methods to obtain vital signs such as breathing rate, pulse rate, Blood pressure, body temperature, skin conditions, pupil size, etc.</li> <li>• Differentiate between method of obtaining vital signs in an adult, child and infant patient.</li> <li>• Define systolic and diastolic blood pressure and the difference between auscultation and palpation for obtaining blood pressure.</li> </ul> <b>Initial Assessment</b> <ul style="list-style-type: none"> <li>• Summarize the reasons for forming a general impression of the patient.</li> <li>• Compare methods of assessing the altered mental status and airway in the adult, child and infant patient.</li> <li>• Describe methods used for assessing if a patient is breathing.</li> <li>• Differentiate between a patient with adequate and inadequate breathing.</li> <li>• Differentiate between shallow, labored and noisy breathing.</li> <li>• State what care should be provided to the adult, child and infant patient with adequate breathing.</li> <li>• Identify the normal and abnormal findings regarding skin color, temperature and conditions (hot, cool and cold skin temperature).</li> <li>• Differentiate between dilated (big) and constricted (small) pupil size.</li> <li>• Differentiate between reactive and non-reactive pupils and equal and unequal pupils.</li> <li>• Describe normal and abnormal findings when assessing skin capillary refill in the infant and child.</li> </ul> <b>SAMPLE History</b> <ul style="list-style-type: none"> <li>• Differentiate between sign and symptom.</li> <li>• Identify the components of SAMPLE history and</li> </ul>	<b>Vital Signs</b> <ul style="list-style-type: none"> <li>• Demonstrate the skills involved in assessment of vital signs such as breathing rate, pulse rate, Blood pressure, body temperature, skin conditions, pupil size, etc.</li> <li>• Demonstrate the skills associated with assessing the skin color, temperature, condition, and capillary refill in infants and children.</li> <li>• Demonstrate the procedure to identify the patients' position.</li> <li>• Observe and practice assisting in basic phlebotomy skills</li> </ul> <b>SAMPLE History</b> <ul style="list-style-type: none"> <li>• Demonstrate the skills that should be used to obtain information from the patient, family, or bystanders at the scene.</li> <li>• Complete a mock SAMPLE history report and ascertain chief complaint from the given case study.</li> </ul> <b>Initial Assessment</b> <ul style="list-style-type: none"> <li>• Demonstrate the techniques for assessing mental status.</li> <li>• Demonstrate the techniques for assessing the airway.</li> <li>• Demonstrate the techniques for assessing if the patient is breathing.</li> <li>• Demonstrate the techniques for assessing if the patient has a pulse.</li> <li>• Demonstrate the techniques for assessing the patient for external bleeding.</li> <li>• Demonstrate the ability to prioritize patients.</li> </ul> <b>Focused History &amp; physical exam-Medical patients</b>

<p>explain the importance of obtaining a SAMPLE history.</p> <ul style="list-style-type: none"> <li>Recognize and respond to the feelings patients experience during assessment.</li> </ul> <p><b>Focused History &amp; physical exam- Medical patients</b></p> <ul style="list-style-type: none"> <li>Discuss the components of the detailed physical exam including inspection, palpation and auscultation.</li> <li>State the areas of the body that are evaluated during the detailed physical exam</li> <li>Explain what additional care should be taken while performing the detailed physical exam.</li> <li>Describe the unique needs for assessing an individual with a specific chief complaint with no known prior history.</li> <li>Differentiate between the history taking and performing physical examination in case of responsive patients with unknown prior history and responsive patients with a known prior history and the assessment that is performed for a patient who is unresponsive or has an altered mental status and responsive patients</li> </ul>	<ul style="list-style-type: none"> <li>Conduct role play to experience and demonstrate the patient care skills that should be used to assist with a patient who is responsive with no known history.</li> <li>Conduct role play to experience and demonstrate the patient care skills that should be used to assist with a patient who is unresponsive or has an altered mental status and assist with a patient who is responsive with known history.</li> <li>Conduct role play to experience and demonstrate the skills involved in performing the detailed physical exam in various types of medical emergencies.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
BP apparatus, torch, pulse oximeter, thermometer, digital/blue tooth enabled, ECG.	

## Module 7: Emergency Medical Care for the Patient with Medical Emergencies

### Mapped to: HSS/N2333

#### Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with respiratory distress, cardiovascular compromise, cerebrovascular emergencies, behavioral Psychological/psychosocial emergencies, diabetic emergencies, allergic reaction & abdominal emergencies and other common emergencies.
- Provide emergency medical care according to the identified emergencies.

Duration: 60:00	Duration: 73:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Respiratory Emergencies</b></li> <li>• Recapitulate the structure and function of the respiratory system.</li> <li>• State the signs and symptoms of a patient with breathing difficulty and adequate air exchange.</li> <li>• Establish the relationship between airway management and the patient with breathing difficulty.</li> <li>• State the indications and contraindications for the prescribed steam inhaler, spirometer and nebulizer therapy.</li> <li>• Distinguish between the emergency medical care of the infant, child and adult patient with breathing difficulty.</li> </ul> <p><b>Cardiovascular Emergencies</b></p> <ul style="list-style-type: none"> <li>• Recapitulate the structure and function of the cardiovascular system.</li> <li>• Describe the emergency medical care provided to the patient experiencing chest pain/discomfort.</li> <li>• Discuss the position of comfort for patients with various cardiac emergencies.</li> <li>• Discuss the relationship between airway management and the patient with cardiovascular compromise.</li> <li>• Discuss the relationship between the patient experiencing cardiovascular compromise and Basic cardio-pulmonary life support.</li> <li>• Discuss the components and importance of post-resuscitation care.</li> <li>• Recognize the need for medical direction of protocols to assist in the emergency medical care of patients with chest pain.</li> </ul> <p><b>Cerebrovascular Emergencies</b></p> <ul style="list-style-type: none"> <li>• Recapitulate the structure and function of the nervous system.</li> <li>• Describe the basic types, causes, and symptoms of stroke.</li> </ul>	<p><b>Respiratory Emergencies</b></p> <ul style="list-style-type: none"> <li>• Conduct role play to experience and demonstrate the emergency medical care for breathing difficulty.</li> <li>• Demonstrate the steps of the use of steam inhaler, spirometer and nebulizer therapy.</li> </ul> <p><b>Cardiovascular Emergencies</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the assessment and emergency medical care of a patient experiencing chest pain/discomfort.</li> <li>• Demonstrate the assessment and documentation of patient response to discomfort.</li> <li>• Practice completing a prehospital care report for patients with cardiac emergencies.</li> </ul> <p><b>Cerebrovascular Emergencies</b></p> <ul style="list-style-type: none"> <li>• Perform role play of carrying out first triage of potential stroke victims.</li> <li>• Perform role play of transporting the patient to the nearest hospital equipped to handle strokes.</li> <li>• Prepare a written report for the emergency department with details on medical history and onset of the stroke symptoms for a given case study.</li> </ul> <p><b>Behavioral Emergencies</b></p> <ul style="list-style-type: none"> <li>• Conduct role play to experience and demonstrate the assessment and emergency medical care of the patient experiencing a behavioral emergency.</li> <li>• Demonstrate various techniques to safely restrain a patient with a behavioral problem.</li> </ul> <p><b>Diabetic Emergencies</b></p>



<ul style="list-style-type: none"> <li>Describe the emergency medical care to a patient experiencing symptoms of a stroke.</li> <li>Describe a standardized pre-hospital stroke scale assessment such as the Cincinnati pre-hospital stroke scale.</li> <li>Describe the importance of checking serum blood sugar of a stroke patient.</li> <li>Discuss the importance of collecting critical background information of the victim and the onset of the stroke symptoms such as the medical history (especially any past strokes), the estimate of the time since any potential stroke symptoms first appeared, current medical conditions of the patient and current medications.</li> <li>Discuss how patients, family, or bystanders should respond to a potential stroke.</li> <li>Discuss the actions recommended for ECA to potential stroke victims.</li> <li>Explain the importance of immediately notifying the Emergency Department of the hospital of the arrival of a potential stroke victim</li> <li>Explain the importance of transporting stroke patients immediately to an emergency department that has the personnel and equipment to provide comprehensive acute stroke treatment.</li> </ul> <p><b>Behavioral/psychological/psychosocial Emergencies</b></p> <ul style="list-style-type: none"> <li>Define behavioral emergencies.</li> <li>Discuss the general factors that may cause an alteration in a patient's behavior.</li> <li>State the various reasons for psychological crises.</li> <li>Discuss the characteristics of an individual's behavior which suggests that the patient is at risk for suicide.</li> <li>Discuss special medical/legal considerations for managing behavioral emergencies.</li> <li>Discuss the special considerations for assessing a patient with behavioral problems.</li> <li>Discuss the general principles of an individual's behavior which suggests that he is at risk of violence</li> <li>Discuss methods to calm behavioral emergency patients.</li> <li>Explain the rationale for learning how to modify your behavior toward the patient with a behavioral emergency.</li> </ul> <p><b>Diabetic Emergencies</b></p> <ul style="list-style-type: none"> <li>List of various possible types of diabetic emergencies</li> <li>Identify the implications of diabetic history on patients.</li> <li>State the steps in the emergency medical care of the patient taking diabetic medicine and a history</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the steps in emergency medical care for the patient taking diabetic medicine and a history of diabetes.</li> <li>Demonstrate the steps of the administration of oral glucose.</li> <li>Demonstrate the steps of checking Random Blood sugar using glucometers for all alternated levels of consciousness and behavior emergency cases</li> <li>Demonstrate the steps of assessment and documentation of patient response to oral glucose.</li> <li>Demonstrate how to complete a pre-hospital care report for patients with diabetic emergencies.</li> </ul> <p><b>Allergic reaction</b></p> <ul style="list-style-type: none"> <li>Conduct role play to experience and demonstrate the emergency medical care of the patient experiencing an allergic reaction.</li> </ul> <p><b>Abdominal Emergencies</b></p> <ul style="list-style-type: none"> <li>Conduct role play to experience and demonstrate the emergency medical care provided to the patient of abdominal pain.</li> </ul> <p><b>Other Common Emergencies</b></p> <ul style="list-style-type: none"> <li>Demonstrate the correct way of assessment of various signs and symptoms and appropriate techniques of providing first aid care for following conditions: <ul style="list-style-type: none"> <li>chest pain/discomfort as immediate response.</li> <li>choking.</li> <li>giddiness and fainting.</li> <li>stroke/paralysis attack.</li> <li>fits or convulsions.</li> <li>epistaxis.</li> <li>Asthma</li> <li>Heat stroke</li> <li>Hypothermia</li> </ul> </li> <li>Demonstrate the correct technique of using inhaled puff in case of Asthma.</li> <li>Demonstrate how to approach in a medical emergency if victim is in hypo/hyperglycemic state.</li> <li>Demonstrate the method of taking temperature and performing cold sponging in case of hyperthermia.</li> </ul>
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<p>of diabetes.</p> <ul style="list-style-type: none"> <li>State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.</li> <li>Discuss methods of checking Random Blood sugar using glucometer</li> </ul> <p><b>Allergic reaction</b></p> <ul style="list-style-type: none"> <li>Recognize the patient experiencing an allergic reaction.</li> <li>Describe the emergency medical care of the patient with an allergic reaction.</li> <li>Describe Do's and Don'ts in management of allergy.</li> </ul> <p><b>Abdominal Emergencies</b></p> <ul style="list-style-type: none"> <li>Recognize the symptoms and causes of visceral, parietal and referred pain in abdomen.</li> <li>Describe the emergency medical care provided to patients of abdominal pain.</li> </ul> <p><b>Other Common Emergencies</b></p> <ul style="list-style-type: none"> <li>Identify signs and symptoms of common medical emergencies which require first aid response such as Asthma/chest pain/discomfort, suffocation by smoke, strangulation or hanging, giddiness/fainting, choking, stroke/paralysis attack, fits/convulsions, nosebleed/ epistaxis, Heat stroke, hypothermia, Hypo/Hyperglycemia, fever, diarrhea (preparation of ORS).</li> <li>Explain the need for assessing and recording breathing difficulty/patterns, abnormal facial expressions, deficit in speech, any weakness, warning signs of convulsions, cyanosis, the pattern, and duration of fits.</li> <li>Discuss standard protocols while providing first aid care to victims for various medical emergencies.</li> <li>List the various dos and don'ts to be followed while providing first aid care during medical emergencies.</li> <li>Explain the importance of using Personal Protective Equipment while handling emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the preparation of ORS.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
Steam inhaler, spirometer and nebulizer, CPR Mannequin, Glucometer	

## Module 08: Pre-hospital Assessment of Trauma patients

### Mapped to: HSS/N2334

#### Terminal Outcomes:

- Perform rapid trauma assessment in case of trauma emergencies.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Assess trauma patient</b> <ul style="list-style-type: none"> <li>• Discuss the mechanism of injuries.</li> <li>• State the reasons for performing a rapid trauma assessment.</li> <li>• Discuss the importance of rapid trauma assessment.</li> <li>• Describe the areas evaluated under the rapid trauma assessment.</li> </ul> <b>Physical Examinations</b> <ul style="list-style-type: none"> <li>• Discuss the reason for performing a focused history and physical exam.</li> <li>• Recognize and respect the feelings that patients might experience during assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the rapid trauma assessment that should be used to assess a patient based on mechanism of injury.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 9: Emergency Medical Care for Trauma Patients

### Mapped to: HSS/N2334

#### Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with bleeding and shock & provide the emergency medical care accordingly.
- Evaluate the need for emergency medical care for the patient with soft tissue injuries and burns & provide the emergency medical care accordingly.
- Evaluate the need for emergency medical care for the patient with musculoskeletal injuries & provide the emergency medical care accordingly
- Evaluate the need for emergency medical care for the patient with injuries to the head and spine & provide the emergency medical care accordingly.
- Perform basic care for the patient with foreign particles inside the body.

Duration: 45:00	Duration: 75:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Bleeding and Shock</b> <ul style="list-style-type: none"> <li>• Differentiate between arterial, venous and capillary bleeding.</li> <li>• State methods of emergency medical care for external bleeding.</li> <li>• Establish the relationship between airway management and the trauma patient.</li> <li>• Establish the relationship between the mechanism of injury and internal bleeding.</li> <li>• List the steps in the emergency medical care of the patient with signs and symptoms of internal bleeding and signs and symptoms of shock</li> <li>• Explain the sense of urgency to transport patients that are bleeding and show signs of shock (hypo-perfusion).</li> <li>• List the Do's and Don'ts while providing emergency care for bleeding.</li> </ul> <b>Soft tissue injuries</b> <ul style="list-style-type: none"> <li>• Describe how does the structure and function of the skin relate to its role in protecting the body, and why is Body Substance Isolation (BSI) critical in managing soft tissue injuries?</li> <li>• List the types of open and closed soft tissue injuries.</li> <li>• Describe the emergency medical care of a patient with a closed soft tissue injury.</li> <li>• Describe the emergency medical care of the patient with an open soft tissue injury.</li> </ul>	<b>Bleeding and Shock</b> <ul style="list-style-type: none"> <li>• Demonstrate direct pressure as a method of emergency medical care of external bleeding.</li> <li>• Demonstrate the use of diffuse pressure as a method of emergency medical care of external bleeding.</li> <li>• Demonstrate the use of pressure points and tourniquets as a method of emergency medical care of external bleeding</li> <li>• Demonstrate the care of the patient exhibiting signs and symptoms of internal bleeding.</li> <li>• Demonstrate the care of the patient exhibiting signs and symptoms of shock (hypo-perfusion).</li> <li>• Demonstrate completing a pre-hospital care report for patient with bleeding and/or shock (hypo-perfusion)</li> </ul> <b>Soft tissue injuries and burns</b> <ul style="list-style-type: none"> <li>• Demonstrate the steps in the emergency medical care of closed &amp; open soft tissue injuries.</li> <li>• Demonstrate the steps in the</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the emergency medical care considerations for a patient with a penetrating chest injury.</li> <li>• State the emergency medical care considerations for a patient with an open wound to the abdomen.</li> <li>• Differentiate the care of an open wound to the chest from an open wound to the abdomen.</li> </ul> <p><b>Burns</b></p> <ul style="list-style-type: none"> <li>• Explain what the classifications of burns are, including superficial, partial-thickness, and full-thickness burns, their definitions, characteristics, and the appropriate emergency medical care for a superficial burn.</li> <li>• Describe the emergency medical care of the patient with a partial thickness burn</li> <li>• Describe the emergency medical care of the patient with a full thick burn.</li> <li>• List the functions of dressing and bandaging.</li> <li>• List the Do's and Don'ts in management of burns.</li> <li>• Describe the purpose of a bandage.</li> <li>• Describe the steps in applying pressure dressing.</li> <li>• Describe how does airway management relates to patients with chest injuries, burns, or trauma from blunt and penetrating injuries, and what are the effects of improperly applied dressings, splints, and tourniquets</li> <li>• Describe the emergency medical care of a patient with an amputation.</li> <li>• Describe the emergency care for a chemical burn.</li> <li>• Describe the emergency care for an electrical burn.</li> </ul> <p><b>Musculoskeletal injuries</b></p> <ul style="list-style-type: none"> <li>• List the major bones or bone groupings of the spinal column; the thorax; the upper extremities; the lower extremities.</li> <li>• Differentiate between an open and a closed painful, swollen, deformed extremity.</li> <li>• List the indications, general rules and complications of splinting</li> <li>• List the complications of splinting and explain the rationale for immobilization of the painful, swollen, deformed extremity.</li> <li>• List the emergency medical care for a patient with a painful, swollen, deformed extremity.</li> <li>• Explain the rationale for splinting at the scene</li> </ul>	<p>emergency medical care of a patient with an open chest wound.</p> <ul style="list-style-type: none"> <li>• Demonstrate the steps in the emergency medical care of a patient with open abdominal wounds.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with an impaled object.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with an amputation.</li> <li>• Demonstrate the steps in the emergency medical care of an amputated part.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with superficial burns.</li> <li>• Demonstrate the steps in the emergency medical care of a patient with partial thickness, full thickness, chemical, electrical burns.</li> <li>• Demonstrate completing a prehospital care report for patients with soft tissue injuries.</li> <li>• Demonstrate the steps in the emergency medical care of closed soft tissue injuries.</li> </ul> <p><b>Musculoskeletal injuries</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the emergency medical care of a patient with a painful, swollen, deformed extremity.</li> <li>• Demonstrate the method of using splints to immobilize the fractured area.</li> <li>• Demonstrate completing a prehospital care report for patients with musculoskeletal injuries.</li> </ul> <p><b>Injuries to the head and spine</b></p> <ul style="list-style-type: none"> <li>• Demonstrate opening the airway in a patient with suspected spinal cord injury.</li> <li>• Demonstrate evaluating a</li> </ul>
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<p>versus load and go.</p> <ul style="list-style-type: none"> <li>• Explain the packing procedure of the amputated part for keeping it viable for re-implantation, in case of amputation.</li> <li>• Discuss standard protocols while providing emergency care for fractures and sprains.</li> </ul> <p><b>Injuries to the head and spine</b></p> <ul style="list-style-type: none"> <li>• Relate mechanism of injury to potential injuries of the head and spine.</li> <li>• Describe the implications of not properly caring for potential spine injuries.</li> <li>• State the signs and symptoms of a potential spine injury.</li> <li>• State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.</li> <li>• Describe the method of determining if a responsive patient may have a spine injury.</li> <li>• Relate the airway emergency medical care techniques to the patient with a suspected spine injury.</li> <li>• Discuss indications for sizing and using a cervical spine immobilization device.</li> <li>• Establish the relationship between airway management and the patient with head and spine injuries.</li> <li>• Describe a method for sizing a cervical spine immobilization device.</li> <li>• Describe how to roll a patient with a suspected spine injury and how to immobilize a patient using a short spine board.</li> <li>• Describe how to secure a patient to a long spine board.</li> <li>• List instances when a short spine board should be used.</li> <li>• Describe the indications for the use of rapid extrication.</li> <li>• State the circumstances when a helmet should be left and removed on the patient.</li> <li>• Identify different types of helmets.</li> <li>• Describe the unique characteristics of sports helmets.</li> <li>• Discuss the Do's and Don'ts in management of head and spinal injuries</li> <li>• Describe how the patient's head is stabilized to remove the helmet.</li> <li>• Differentiate how the head is stabilized with a helmet compared to without a helmet.</li> <li>• Explain the rationale for immobilization of the entire spine when a cervical spine injury is</li> </ul>	<p>responsive patient with a suspected spinal cord injury.</p> <ul style="list-style-type: none"> <li>• Demonstrate methods of stabilization of the cervical spine.</li> <li>• Demonstrate the four-person log roll for a patient with a suspected spinal cord injury.</li> <li>• Demonstrate how to log roll a patient with a suspected spinal cord injury using two people.</li> <li>• Demonstrate securing a patient to a long spine board.</li> <li>• Demonstrate using the short board immobilization technique.</li> <li>• Demonstrate procedure for rapid extrication.</li> <li>• Demonstrate preferred methods for stabilization of a helmet.</li> <li>• Demonstrate helmet removal technique.</li> <li>• Demonstrate alternative methods for stabilization of a helmet.</li> <li>• Demonstrate completing a pre-hospital care report for patients with head and spinal injuries.</li> </ul> <p><b>Foreign Bodies</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the techniques of dealing with wounds where objects are stuck in wounds.</li> </ul>
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<p>suspected.</p> <ul style="list-style-type: none"> <li>• Explain the rationale for utilizing immobilization methods apart from the straps on the cots.</li> <li>• Explain the rationale for utilizing a short spine immobilization device when moving a patient from the sitting to the supine position.</li> <li>• Explain the rationale for utilizing rapid extrication approaches only when they indeed will make the difference between life and death.</li> </ul> <p><b>Foreign Bodies</b></p> <ul style="list-style-type: none"> <li>• Describe what foreign bodies are in different parts of the body, their causes, methods of assessment, and appropriate first aid measures.</li> <li>• Explain the dos and don'ts in managing foreign bodies in various parts of the body.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
Pads, Bandages (packing), Tourniquet, Splints, Slings, Pelvic Binder, Thomas Splint, Foot Suction, Electric Suction, Yankee, Suction Catheter. Clean Cloth, Saline, Sterile Water, Tap Water, Blankets, Pillow- Soft, Plaster, Crape Bandage, Cold Packs, Helmet, Bed Sheets, C-Collar, Spine Board, Blocks, Short Spine Board	

## Module 10: Environmental emergencies

### Mapped to: HSS/N2335

#### Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with environmental emergencies & provide the emergency medical care accordingly.
- Perform basic care for the bites and stings patient.

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Introduction to environmental emergencies</b> <ul style="list-style-type: none"> <li>• Discuss how to prevent or mitigate and related health and safety risks.</li> <li>• Describe definition and types. (e.g. floods, wildfires, chemical spills and pandemic)</li> <li>• Discuss impact on ecosystems, public health and infrastructure.</li> <li>• Identifying potential environmental hazards, vulnerability and risk mapping.</li> <li>• Describe how would you ensure clear communication during these emergencies (e.g. floods, wildfires, earthquake, landslides chemical spills and pandemic)</li> </ul> <b>Heat and cold Emergencies</b> <ul style="list-style-type: none"> <li>• Describe the various ways that the body loses heat.</li> <li>• List the signs and symptoms of exposure to cold.</li> <li>• Explain the steps in providing emergency medical care to a patient exposed to cold.</li> <li>• List the signs and symptoms of exposure to heat.</li> <li>• Explain the steps in providing emergency care to a patient exposed to heat.</li> </ul> <b>Water and wind related emergencies</b> <ul style="list-style-type: none"> <li>• Recognize the signs and symptoms of water-related emergencies.</li> <li>• Describe the complications of near drowning.</li> </ul> <b>Altitude Emergencies</b> <ul style="list-style-type: none"> <li>• Recognize the signs and symptoms, complications of altitude illness.</li> <li>• List Do's and Don'ts in various common emergencies.</li> </ul> <b>Bites and Stings</b>	<ul style="list-style-type: none"> <li>• Demonstrate the assessment and emergency medical care of a patient with exposure to heat.</li> <li>• Demonstrate the assessment and emergency medical care of a patient with exposure to cold</li> <li>• Demonstrate the assessment and emergency medical care of a near drowning or diving patient.</li> <li>• Demonstrate the assessment and emergency medical care of a patient with altitude illness.</li> <li>• Demonstrate completing a pre-hospital care report for patients with environmental emergencies.</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss the emergency medical care of bites and stings.</li> <li>• List the various types of information to be collected from the site such as information about the snake</li> <li>• Discuss standard protocols while providing first aid care to victims for various trauma emergencies such as Snake/dog bite.</li> <li>• Explain dos and don'ts in bites and stings.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
Patient assessment form, directives of hot and cold application, Blankets, Warmer, Oxygen, Oxygen Mask/Nasal Prongs, Ward Head Caps, Scarves	



## Module 11: Poisoning or Overdose

### Mapped to: HSS/N2335

#### Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with poisoning or overdose & provide emergency medical care accordingly.

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Poisoning and Overdose</b> <ul style="list-style-type: none"> <li>• List various ways that poisons enter the body.</li> <li>• List signs/symptoms associated with poisoning.</li> <li>• Discuss emergency medical care for patients with possible overdose.</li> <li>• Describe the steps in the emergency medical care for the patient with suspected poisoning.</li> </ul> <b>Routes of Exposure, Symptoms, and Emergency Medical Care</b> <ul style="list-style-type: none"> <li>• Recognize the need for medical direction in caring for the patient with poisoning or overdose.</li> <li>• Explain the rationale for contacting medical direction early in the prehospital management of the poisoning or overdose patient.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps in the emergency medical care for the patient with possible overdose.</li> <li>• Demonstrate the steps in the emergency medical care for the patient with suspected poisoning.</li> <li>• Demonstrate the assessment and documentation of patient response.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
Blankets, Warmer, Oxygen, Oxygen Mask/Nasal Prongs, Ward Head Caps, Scarves	

## Module 12: Mass casualty incident and Disaster Management

### Mapped to: HSS/N2336

#### Terminal Outcomes:

- Identify injured or sick patients who require immediate treatment.
- Perform initial triage, patient extraction and secondary triage in case of mass casualty incident.
- Perform the evacuation plan for disaster management, epidemic & pandemic.

Duration: 30:00	Duration: 12:50
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Mass Casualty Incidents</b> <ul style="list-style-type: none"> <li>• Explain the ECA's role during a call involving hazardous materials.</li> <li>• Describe the actions that an ECA should take to ensure bystander safety.</li> <li>• State the role the ECA should perform until appropriately trained personnel arrive at the scene of a hazardous materials situation.</li> <li>• List the steps to approach a hazardous situation.</li> <li>• Discuss the various environmental hazards that affect EMS.</li> <li>• Describe the criteria for a multiple-casualty situation.</li> </ul> <b>Triage and disaster management</b> <ul style="list-style-type: none"> <li>• Discuss triage and its modalities.</li> <li>• Discuss the guidelines and safety precautions that need to be followed when lifting a victim.</li> <li>• Describe the guidelines and safety precautions that need to be followed when moving the victims such as special carrying procedures on stairs, pushing and pulling the victim, etc</li> <li>• Discuss the components of Sort, Assess, Lifesaving interventions, Treat and Transport (SALT) and Simple Triage and Rapid Treatment (START) triage model.</li> <li>• Define the role of the ECA in a disaster operation and an incident management structure on arrival at the scene including as incident commander, designating triage team(s), treatment team(s), and a transport officer</li> <li>• Describe basic concepts of incident management.</li> <li>• Explain the methods for preventing contamination of self, equipment and facilities along with methods to use the equipment.</li> <li>• Discuss role of ECA in extracting patients</li> </ul>	<b>Mass Casualty Incidents</b> <ul style="list-style-type: none"> <li>• Demonstrate the Mass casualty incidents to ensure bystander safety.</li> </ul> <b>Triage and its management</b> <ul style="list-style-type: none"> <li>• Review the local mass casualty incident plans and make diagrams showing SALT and START triage model as well as how to set up separate areas for treatment, triage and transport.</li> <li>• Perform role play of setting up triage area for victims with minor injuries and monitoring such victims for changes in their condition.</li> <li>• Demonstrate the use of equipment like cots and litter for extraction where required.</li> <li>• Demonstrate coordination skills with healthcare team and bystanders for performing initial triage, patient extraction and secondary triage in case of mass casualty incident.</li> </ul> <b>Epidemic and pandemic</b> <ul style="list-style-type: none"> <li>• Recognize the groups that are most Vulnerable during pandemic.</li> <li>• Role Play on various condition related to pandemic.</li> </ul>

<p>from the casualty area based on initial triage to designated triage and treatment areas and then re-triage patients</p> <p><b>Epidemics and pandemics</b></p> <ul style="list-style-type: none"> <li>• Discuss the impact of epidemics presenting common signs and symptoms of fever, rash, diarrhea, bleeding, neurological manifestations, lymph nodes swelling.</li> <li>• Identify emergency care assistant role and act as a link between community and health system during an epidemic.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
PPE, color coded tags. cots and litters, moulage kits	

## Module 13: Emergency response to occupational hazards

### Mapped to: HSS/N2335

#### Terminal Outcomes:

- Evaluate the need for emergency medical care for the patient with occupational hazards and provide emergency medical care accordingly.

<b>Duration:</b> 30:00	<b>Duration:</b> 10:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the occupational hazards, types and its management.</li> <li>• Describe hazard identification and risk assessment.</li> <li>• Discuss emergency preparedness and response to occupational hazards</li> <li>• Explain Occupational Health and safety (OHS) laws and regulations. (local laws and regulations)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a case study of workplace incidents.</li> <li>• Demonstrate the emergency plans for workplace incidents and conduct mock drills and simulations.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function	
<b>Tools, Equipment and Other Requirements</b>	
Charts, flow chart of emergency medical care	

## Module 14: Ambulance Operations and its maintenance

### Mapped to: HSS/N2337

#### Terminal Outcomes:

- Prepare, manage and maintain an ambulance for handling emergencies as per the specified standards.

Duration: 30:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<p><b>Pre checks before emergency response</b></p> <ul style="list-style-type: none"> <li>• Discuss the medical and non-medical equipment needed to respond to a call.</li> <li>• Describe the basic structure and function of the ambulance.</li> <li>• List different types of medical equipment required in ambulance such as basic supplies, patient transfer equipment, airways, suction equipment, artificial ventilation devices, oxygen inhalation equipment, cardiac compression equipment, medications.</li> <li>• List different types of non-medical equipment required in ambulance such as personal safety equipment and pre-planned routes or comprehensive street maps.</li> <li>• List the phases of an ambulance call.</li> </ul> <p><b>Preparing for the next response:</b></p> <ul style="list-style-type: none"> <li>• Describe the general provisions of state laws relating to the operation of the ambulance and privileges in the categories such as speed, warning lights, siren, right of way, parking, turning.</li> <li>• List contributing factors to unsafe driving conditions.</li> <li>• Describe the considerations that should be given to request for escorts, following an escort vehicle and intersections.</li> <li>• Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.</li> <li>• Summarize the importance of preparing the unit for the next response.</li> </ul> <p><b>Cleaning and sanitization</b></p> <ul style="list-style-type: none"> <li>• Distinguish among the terms cleaning, disinfection, high-level disinfection, and sterilization.</li> <li>• Describe how to clean or disinfect items, medical equipment and ambulance following patient care.</li> </ul> <p><b>Basic repair and maintenance</b></p> <ul style="list-style-type: none"> <li>• Describe how to read user manual and instruction of ambulance and its equipment.</li> <li>• Describe how to discard used equipment and consumables.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a mock ambulance equipped with all necessary medical and non-medical equipment and supplies.</li> <li>• Show how to prepare ambulance upon receiving emergency call and disinfect ambulance after patient care.</li> <li>• Prepare a chart of traffic rules and regulations as per state/country norms relating to the operation of the ambulance and privileges.</li> </ul>

<ul style="list-style-type: none"> <li>● Explain the rationale for having the unit prepared to respond.</li> <li>● Describe how the repair and maintenance of medical and non-medical equipment in an ambulance unit can be effectively managed and coordinated.</li> </ul> <p><b>Inventory Management</b></p> <ul style="list-style-type: none"> <li>● Discuss inventory management, its needs, principles and procedures.</li> </ul>	
<p><b>Classroom Aids:</b></p>	
<p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Ambulance with basic supplies, patient transfer equipment, airways, suction equipment, artificial ventilation devices, oxygen inhalation equipment, cardiac compression equipment, medications, personal safety equipment and pre-planned routes or comprehensive street maps, multiparameter monitor, Defibrillator/AED, Oxygen Cylinder/Oxygen Concentrator.</p>	

## Module 15: Patient Transport and Handover to Provider Institute

### Mapped to: HSS/N2337

#### Terminal Outcomes:

- Carry out transport of the patient by an appropriate means based on the contextual considerations (emergency, weather conditions, patient's history and economic status).
- Perform handing over the patient to the medical staff.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Patient Handover and Communication</b> <ul style="list-style-type: none"> <li>• Discuss use of the SBAR (Situation, Background, Assessment, and Recommendation) technique during patient handover and communication</li> <li>• Discuss the procedure of hospital allocation starting from assessment of the patient's medical condition, consolidation of the complete information related to hospitals, directions from the medical officer and then arrangement of transport to the allocated medical facility.</li> <li>• Explain the reason for prioritizing a patient for care and transport.</li> <li>• Describe the risks involved in the process of allocating a hospital to the patient and steps to mitigate risks</li> </ul> <b>Reporting</b> <ul style="list-style-type: none"> <li>• Estimate appropriate means for patient transport considering weather conditions.</li> <li>• Explain the components of the written report and list the information that should be included on the written report.</li> <li>• Identify the various sections of the written report.</li> <li>• Describe what information is required in each section of the pre-hospital care report and how it should be entered.</li> </ul> <b>Documentation</b> <ul style="list-style-type: none"> <li>• Define the special considerations concerning patient refusal.</li> <li>• Describe the legal implications associated with the written report.</li> <li>• Discuss all state and/or local record and reporting requirements.</li> <li>• Explain the rationale for patient care documentation.</li> <li>• Explain the rationale for the EMS system gathering data.</li> <li>• Explain the rationale for using medical terminology correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate a healthcare provider facility for a mock case based on using SBAR (Situation, Background, Assessment, and Recommendation) technique.</li> <li>• Complete a mock pre-hospital care report.</li> <li>• Observe and practice steps of using Emergency Responder Software the ambulance service providers uses as well as HIMS in hospitals for data capturing.</li> </ul>

- Explain the rationale of using an accurate and synchronous clock so that information can be used in trending.

**Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster, AV Aids for Understanding Human Body Structure and Function

**Tools, Equipment and Other Requirements**

Sample PCR formats and consent forms



## Module 16: Infection control policies and procedures

### Mapped to: HSS/N9620

#### Terminal Outcomes:

- Develop techniques of self-hygiene.
- Apply infection control policies and procedures during daily activities.

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<b>Importance of Infection control</b> <ul style="list-style-type: none"> <li>• Explain the concept of healthy living.</li> <li>• Describe the importance of infection control and prevention.</li> <li>• List strategies for preventing transmission of pathogenic organisms.</li> <li>• Describe the nosocomial infections.</li> <li>• Explain the importance of incident reporting.</li> </ul> <b>Immunization and vaccination</b> <ul style="list-style-type: none"> <li>• Explain the concept of immunization.</li> <li>• Explain various vaccinations against common infectious diseases.</li> </ul> <b>Hand hygiene and Personal protective equipment</b> <ul style="list-style-type: none"> <li>• Describe the hand-hygiene guidelines and procedures used in healthcare settings.</li> <li>• Explain the importance of using Personal Protective Equipment (PPE).</li> <li>• List the types of PPE.</li> <li>• Describe the process of wearing and removing each of the PPE.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps of spill management.</li> <li>• Demonstrate the procedures of hand hygiene.</li> <li>• Demonstrate donning, doffing and discarding of PPE</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Hypochlorite solution, chlorhexidine, alcohol swab Apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol Disposable cartridge and syringes Spill Kit	

## Module 17: Bio-medical waste management

### Mapped to: HSS/N9620

#### Terminal Outcomes:

- Dispose of different types of biomedical waste in appropriate colour coded bins/containers.
- Apply local guidelines of biomedical waste disposal system during daily activities.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<b>Categorize of different types of waste</b> <ul style="list-style-type: none"> <li>• Categorize the different types of biomedical waste.</li> <li>• Explain the importance and mechanism of proper and safe disposal, transportation and treatment of bio-medical waste.</li> </ul> <b>Importance of color-coded bins</b> <ul style="list-style-type: none"> <li>• Identify the various types of colour coded bins/containers used for disposal of biomedical waste.</li> <li>• Explain the importance of following local guidelines of biomedical waste disposal.</li> </ul>	<b>Categorize of different types of waste</b> <ul style="list-style-type: none"> <li>• Segregate biomedical waste applying the local guidelines.</li> </ul> <b>Importance of color-coded bins</b> <ul style="list-style-type: none"> <li>• Create a chart depicting different types of biomedical waste and various types of colour coded bins/containers used for disposal of biomedical waste.</li> <li>• Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Different coded color bins, chart for color coding of bins Visit to biomedical waste treatment plant for field assignment	

## Module 18: Employability Skills

*Mapped to DGT/VSQ/N0102: Employability Skills (60 Hours)*

Mandatory Duration: 60:00			
Location: On-Site			
S.N o.	Module Name	Key Learning Outcomes	Duration (hours)
1.	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Discuss the Employability Skills required for jobs in various industries.</li> <li>List different learning and employability related GOI and private portals and their usage.</li> </ul>	1.5
2.	Constitutional values - Citizenship	<ul style="list-style-type: none"> <li>Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.</li> <li>Show how to practice different environmentally sustainable practices.</li> </ul>	1.5
3.	Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss the importance of relevant 21st century skills.</li> <li>Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> <li>Describe the benefits of continuous learning.</li> </ul>	2.5
4.	Basic English Skills	<ul style="list-style-type: none"> <li>Show how to use basic English sentences for every day. conversation in different contexts, in person and over the telephone.</li> <li>Read and interpret text written in basic English</li> <li>Write a short note/paragraph / letter/e -mail using basic English.</li> </ul>	10
5.	Career Development & Goal Setting	<ul style="list-style-type: none"> <li>Create a career development plan with well-defined short- and long-term goals.</li> </ul>	2
6.	Communication Skills	<ul style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Explain the importance of active listening for effective communication.</li> <li>Discuss the significance of working collaboratively with others in a team.</li> </ul>	5
7.	Diversity & Inclusion	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PWD.</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH act.</li> </ul>	2.5

8.	Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service.</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely.</li> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids.</li> </ul>	5
9.	Essential Digital Skills	<ul style="list-style-type: none"> <li>Describe the role of digital technology in today's life.</li> <li>Demonstrate how to operate digital devices and use the associated applications and features, safely and securely.</li> <li>Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely.</li> <li>Create sample word documents, excel sheets and presentations using basic features.</li> <li>Utilize virtual collaboration tools to work effectively.</li> </ul>	10
10.	Entrepreneurship	<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises.</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan.</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement.</li> <li>Create a sample business plan, for the selected business opportunity.</li> </ul>	7
11	Customer Service	<ul style="list-style-type: none"> <li>Describe the significance of analyzing different types and needs of customers.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	5
12	Getting Ready for Apprenticeship & Jobs	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV).</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively.</li> <li>Discuss the significance of maintaining hygiene and confidence during an interview.</li> <li>Perform a mock interview.</li> <li>List the steps for searching and registering for apprenticeship opportunities.</li> </ul>	8

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
<i>Note: Above Tools &amp; Equipment not required, if Computer LAB is available in the institute.</i>		

<b>Mandatory Duration: 360:00</b>	<b>Recommended Duration: 00:00</b>
<b>Module Name: On-the-Job Training</b>	
<b>Location: Ambulance Service Providers</b>	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• Orientation to emergency medical services.</li> <li>• Demonstrate how to observe and assess the scene</li> <li>• Coordinate with the control room, respond to emergency calls and prepare to move to the emergency site</li> <li>• Size up the scene at site from response upon arrival at the emergency site, evaluating the situation and ensuring the safety of self, patient(s) and others</li> <li>• Identify the symptoms of medical emergency to determine its type.</li> <li>• Follow the prescribed procedures and steps as guided by the physician for the type of medical emergency</li> <li>• Recognize trauma emergencies and support in its management</li> <li>• Recognize the symptoms and signs of environmental emergencies and poisoning or overdose and support in its management.</li> <li>• Identify normal values and changes in temperature, pulse and respiration</li> <li>• Identify injured or sick patients who require immediate treatment.</li> <li>• Perform patient triage using various models.</li> <li>• Assess a victim for recovery position and CPR.</li> <li>• Prepare an ambulance for the emergency</li> <li>• Practice transporting the patient by appropriate means</li> <li>• Identify life threatening external and internal bleeding.</li> <li>• Assess requirement for Bandages/Splint.</li> <li>• Demonstrate techniques of handover the patient to the concerned staff of provider institute</li> <li>• Apply the procedure for wound care and dressing for an injured victim</li> <li>• Demonstration of documentation and recording of equipment to hospital staff with data entry as per protocols including reading of instrument/equipment, recording and record maintenance</li> <li>• Demonstrate handling of biomedical waste from its segregation in different colored dustbin as per the protocol.</li> <li>• Demonstrate spillage management with a 1% hypochlorite solution.</li> <li>• Demonstrate donning and doffing off PPE.</li> <li>• Assess a patient with Head, spinal and other associated injuries.</li> <li>• Demonstrate emergency care in case of injuries to soft tissues, joints and bones.</li> <li>• Recognize burns and its various types.</li> <li>• Recognize various foreign bodies in human body organ (eyes, nose, mouth, ear etc.)</li> <li>• Recognize fits, faint and stroke.</li> <li>• Recognize Chest Pain due to various causes</li> <li>• Assess a victim with Chest Pain</li> <li>• Recognize Asthma patients.</li> <li>• Recognize High and Low Blood Sugar</li> <li>• Assess a victim with Drowning and Poisoning</li> <li>• Assess a victim with Extreme Heat and Cold Condition</li> <li>• Recognize Various types of Bites and Stings.</li> <li>• Recognize Altitude illness and Acute Motion Sickness</li> <li>• Assess a victim with Altitude illness and Acute Motion Sickness</li> <li>• Recognize allergies and shock patients.</li> <li>• Demonstrate the working of ambulance and its equipment, inventory and calibrations records.</li> <li>• Exposure to Emergency Responder Software the service providers uses as well as HIMS in hospitals for data capturing.</li> <li>• Exposure to basic phlebotomy skills</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate	MBBS, BAMS, BHMS	1		1		
Ph.D.	Nursing	1		1		
M.Sc.	Nursing	1		1		
B.Sc. or Post Basic B.Sc.	B.Sc. (Nursing)	1		1		
Diploma	GNM (General Nursing Midwifery)	2		1		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Emergency Care Assistant" mapped to QP: "HSS/Q2307 v1.0" with minimum score of 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0" with minimum score of 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Medical Graduate	MBBS, BAMS, BHMS	2		1		
Ph.D.	Nursing	2		1		
M.Sc.	Nursing	2		1		
B.Sc. or Post Basic B.Sc.	B.Sc. (Nursing)	3		1		
Diploma	GNM (General Nursing Midwifery)	5		1		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Emergency Care Assistant" mapped to QP: "HSS/Q2307 v1.0" with minimum score of 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0" with minimum score of 80%.



## Assessment Strategy

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, assessment criteria for each job role is set and made available in the qualification pack.

The assessment papers for both theory and practical would be developed by Subject Matter Experts (SME) hired by Healthcare Sector Skill Council or with the HSSC accredited Assessment Agency as per the assessment criteria mentioned in the Qualification Pack. The assessments papers would also be checked for the various outcome-based parameters such as quality, time taken, precision, tools & equipment requirement etc.

Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Element/Performance Criteria in the NOS is assigned marks on relative importance, criticality of function and training infrastructure.

The On the Job (OJT) training component, which is a mandatory part of the training, done by the candidate at a healthcare organization has to be appropriately captured as per OJT logbook framework. This shall be assessed and would carry the weightage during the final assessment done by HSSC as per assessment strategy defined for COVID Frontline Worker (Medical Equipment Support).

The following tools would be used for final assessment:

**1. Practical Assessment:** This comprises of the creation of a mock environment in the skill lab which is equipped with all equipment required for the qualification pack.

Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. are ascertained by observation and marked in observation checklist. The outcome is measured against the specified dimensions and standards to gauge the level of their skill achievements.

**2. Viva/Structured Interview:** This tool is used to assess conceptual understanding and the behavioral aspects regarding the job role and the specific task at hand. It also includes questions on safety, quality, environment and equipment etc.

**3. Written Test:** Question paper consisting of 100 MCQs (Hard:40, Medium:30 and Easy: 30) with questions from each element of each NOS. The written assessment paper is comprised of the following types of questions:

- i. True / False Statements
- ii. Multiple Choice Questions
- iii. Matching Type Questions.
- iv. Fill in the blanks
- v. Scenario-based Questions
- vi. Identification Questions

### QA Regarding Assessors:

Assessors are selected as per the "eligibility criteria" laid down by HSSC for assessing each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and

introduction to HSSC Assessment Framework, competency-based assessments, assessors guide etc. HSSC conducts “Training of Assessors” program from time to time for each job role and sensitize assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

- 1) Guidance regarding NSQF
- 2) Qualification Pack Structure
- 3) Guidance for the assessor to conduct theory, practical and viva assessments
- 4) Guidance for trainees to be given by the assessor before the start of the assessments.
- 5) Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
- 6) Viva guidance for uniformity and consistency across the batch.
- 7) Mock assessments
- 8) Sample question paper and practical demonstration

## References

## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	The sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.

## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>CPR</b>	Cardiopulmonary Resuscitation